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**ABSTRACT**

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are: (1) planning to get a job, (2) finding job openings, (3) getting facts about job leads, (4) following up job leads, (5) filling out job application forms, (6) the job interview, (7) taking employment tests, and (8) requirements and approaches for the beginning employee. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (HW)

ED 098 440

# GETTING A JOB



ORIENTATION TO THE WORLD OF WORK SERIES

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CEU 2438

**ORIENTATION TO THE WORLD OF WORK UNIT**

**"Getting a Job"**

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## Introduction

This unit, "Getting a Job," is one of the series of "Orientation to the World of Work" units designed for special vocational education teachers and other vocational teachers who have disadvantaged and handicapped students in their classes. There are nine other units in this series:

- The Role of Work in Society
- How To Keep a Job
- Personal Development
- Occupational Safety
- Learning About Jobs
- Self-Appraisal for Employment
- Introduction to Orientation to the World of Work
- Taxes Affecting the Worker
- Handling Your Paycheck

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## UNIT: GETTING A JOB

### I. Rationale

Most students today know very little about the world of work. This is especially true of the disadvantaged and handicapped students in secondary schools, and it is particularly true in relation to the area of knowledge and skills which pertain to getting a job. Even though these students may possess the skills necessary for a job, or even learn the job skills required, it is a well-known fact that seventy-five per cent of all applicants are "screened out" by employment application forms alone. With such students not possessing the ability to properly complete such a paper, they would invariably be among the seventy-five per cent screened out. They are further deterred from actually getting a job by not knowing where to find jobs or where to get placement services, by their inability to use a telephone, or by being unable to write a letter of application or resume. Even if the disadvantaged/handicapped reach the final stage, the interview, they will almost certainly be prevented from getting employment because of grooming, speech habits, manners, or mannerisms unacceptable by businessmen, or by nervousness brought on by being in a situation and with a type of person alien to their previous personal experiences and knowledge.

Such students are normally found among the large numbers of high school dropouts who constitute a group that has one of the highest unemployment rates in the nation. Now, however, many are being kept in school by special programs and services and are being given job skills. These efforts will still be to no avail if these students cannot actually get the job so that they can apply the skills learned. Therefore, this unit must be an integral part of all special vocational education programs and should be an integral part of regular vocational programs. It forms the bridge which connects vocational orientation and vocational preparation with the actual world of work.

## II. Subject Matter Outline

- A. Planning to Get a Job
  - 1. First Things First: You
  - 2. The Community Where You Live
  - 3. Your Age: Legal Considerations
  - 4. Planned Search for a Job
  
- B. Finding Job Openings
  - 1. Help From Others
  - 2. Personal Search
  
- C. Getting Facts About Job Leads
  - 1. Job Analysis
  - 2. Location of Jobs
  - 3. Strategies of Approach
  
- D. Following Up Job Leads
  - 1. Letter of Application
  - 2. Telephone
  - 3. Resume
  - 4. Applying in Person
  
- E. Filling Out Job Application Forms
  - 1. Sections of Application Forms
  - 2. Personal Information
  - 3. Printing, Spelling, and Spacing
  - 4. Responding to Items on the Application Forms
  - 5. Learning Employers' Standards . . . Uses of Application Forms
  
- F. The Job Interview
  - 1. Planning for the Interview
  - 2. At the Interview
  - 3. The Interview Follow-Up

- G. Taking Employment Tests
  - 1. Kinds of Written Tests and Tips for Taking
  - 2. Kinds of Performance Tests and Tips for Taking
  
- H. You're Hired!
  - 1. Other Requirements To Meet
  - 2. Approaches to First Day on the Job



### III. Unit Objectives

The student will

- A. List five job openings suitable to his interests and abilities and give the employer's name and address for each.
- B. Demonstrate, in simulated situations, his ability to complete the follow-up steps in obtaining employment in accordance with employer standards in the community.

### IV. Interest Approach (Select the most appropriate.)

- A. An inspirational recording could be adapted by the teacher from paragraph three, pages 35-39, of The Opportunity Explosion, by Robert Snelling, Sr. Sections of Chapter 7 (pages 80-98) contain some examples of benefits of planning careers.
- B. Filmstrip: "Vocational Decision," p. 63. Free loan, Resource Center for SVE Teachers.
- C. Film: "Finding Your Life Work." Rental, Business Education Films.
- D. Invite a former student who is employed to talk about the benefits of planning careers.
- E. Invite an outside resource person from the Department of Economic Security or a private company to discuss the benefits of planning careers.

MAJOR CONCEPT:

A. Planning to Get a Job

SUPPORTING CONCEPTS:

1. First Things First: You
2. The Community Where You Live
3. Your Age: Legal Considerations
4. Planned Search for a Job

PERFORMANCE OBJECTIVES:

The student will

1. List jobs within the range of his interests and abilities.
2. Identify jobs which are suitable to him and presently available in his home community.
3. Explain how job opportunities are affected by labor laws.
4. Develop a plan for getting a job, utilizing job lead cards.

A: PLANNING TO GET A JOB 1: FIRST THINGS FIRST: YOU

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED

Interest approach: Listen to tapes describing the ten occupational interest areas. Note to Teacher: (the same ten areas found in Kuder Preference surveys)

Construct a bulletin board containing names and also pictures which depict the ten interest areas. Note to Teacher: A discussion may be generated by asking a question as "In which area area are you interested?"

HANDICAPPED

Listen to parts of each of the tapes (just enough so the student comprehends what each area concerns). Note to Teacher: Explain and relate to local community before or after each tape.

Same.

RESOURCES

Tape: No. 1. "Exploring the World of Work"  
Book: No. 18. "Kuder Preference Series"

Magazines  
Magic Marker  
Letter Stencils

A: PLANNING TO GET A JOB 1: FIRST THINGS FIRST: YOU (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Read and <u>discuss</u> concepts of interests and abilities.	Same.	Books: No. 25. <u>Succeeding in the World of Work</u> , Ch. 6. No. 20. <u>Occupational Essentials</u> , Ch. 1.
View a film concerning interests and aptitudes (abilities).	Same.	Film: No. 2. "Aptitudes and Occupations"
<u>Construct</u> bulletin board (companion to one above) on aptitudes (abilities).	Same.	Magazines Magic Marker Letter Stencil Poster Board
<u>Take</u> Kuder or other preference or interest survey and <u>discuss</u> results. <u>Note to Teacher</u> : This survey may be given by the counselor.	Same.	Book: No. 18. <u>Kuder Vocational Preference Record</u> , Form C.
<u>Work</u> portions of "Job Experience Kit" which are in line with individual's occupational interest.	Same.	Multi-Media Kit: No. 1. "Job Experience Kit"
<u>Research</u> occupational briefs in line with individual's interest area.	Same.	Multi-Media Kit: No. 2. "Occupational Exploration Kit"
<u>Evaluation</u> : <u>Make</u> an individual scrapbook containing pictures of jobs in which one has an interest, noting on each page the abilities needed.	Same.	Magazines Drawings

A: PLANNING TO GET A JOB 1: FIRST THINGS FIRST: YOU (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p>View filmstrips pertaining to need for further career training.</p> <p>Role play a situation showing the need for further training, such as a boy who wants to be an automobile mechanic or a girl who wants to be a beautician.</p> <p>Field Trip: Visit a vocational school or a vocational program in the school to observe the opportunities made available by further training.</p> <p>Prepare a bulletin board to show the occupational opportunities observed.</p> <p>Evaluation: Panel to discuss the results of getting a job in which you have no interest or ability.</p> <p>View a filmstrip, noting instances which show that the task of getting a job is a highly personal and individual one.</p>	<p>Same.</p> <p>Same.</p> <p>Same, but use as an individual activity by those students who are more capable. Divide into two groups: one dealing with interests and the other dealing with lack of abilities.</p> <p>Same.</p>	<p>Filmstrip: No. 2. "Career Opportunities Series" - "Your Life of Work" - "New Career Opportunities" - "Interest Pays Off"</p> <p>Vocational schools or vocational training programs within the school (T)</p> <p>Suggested resource persons: - students - adults - out-of-school youth - teacher</p> <p>Filmstrip: No. 1. "ABC's of Getting and Keeping a Job" - "Preparing for the Job You Want"</p>



**A: PLANNING TO GET A JOB 1: FIRST THINGS FIRST: YOU (CONTINUED)**

**TEACHING-LEARNING-EVALUATION STRATEGIES**

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Resource Person</u>: <u>Invite</u> someone to discuss various experiences in getting jobs.</p>	<p>Same. Suggest that care be taken to be sure that the resource person selected be someone who understands and communicates with the handicapped. A member of the school staff might be better than someone from the community. Select a former student who is presently employed.</p>	<p>Suggested Resource Person</p> <ul style="list-style-type: none"> <li>- personnel manager</li> <li>- teacher</li> <li>- insurance agent</li> <li>- student employed part time</li> </ul>
<p>Prepare a mural, bulletin board, collage or pictorial graph showing the job interests of students in class. Prepare a list of jobs from the display. <u>Note to Teacher</u>: This is a continuous evaluation activity and should be used throughout the learning process on this supporting concept.</p>	<p>Same. <u>Note to Teacher</u>: Utilize math, art, and English principles.</p>	<p>Suggested Resource Persons: Teachers of:</p> <ul style="list-style-type: none"> <li>- math</li> <li>- art</li> <li>- English</li> </ul>



**A: PLANNING TO GET A JOB 2: THE COMMUNITY WHERE YOU LIVE**

**TEACHING-LEARNING-EVALUATION STRATEGIES**

**RESOURCES**

**DISADVANTAGED**

Construct a large map of the local community. Pinpoint on the map the jobs you can do, where the jobs are located, and where your home is located. Include company names, job titles and pictorial symbols, or pictures.

Field trip: Visit nearby businesses which employ youth in unskilled, semi-skilled, and skilled jobs.

**HANDICAPPED**

Same. In addition, use photographs of companies to assist in recognizing the area. Prepare a permanent map made of bulletin board material. Note to Teacher: Permit students to use map during their free time or for games in locating jobs. Utilize the skills of the industrial arts teacher in preparing the permanent map. Use direct study to pinpoint the following on the maps:

1. Jobs (by title) which class members identify as being able to perform
2. Company names (those which hire persons in the above jobs)
3. Location of students' homes

Field trip: Visit a business in the community which has been identified and located on the map. Discuss salaries and duties as related to jobs identified. Note to Teacher: Prepare for visitation by identifying possible jobs the students will see. Point out these jobs and ask the students to recall the jobs after the trip.

- city business directory
- telephone directory
- pictures of local businesses and their products

Book:  
No. 30. Quadrangle Maps

Selected local businesses



**A: PLANNING TO GET A JOB 2: THE COMMUNITY WHERE YOU LIVE (CONTINUED)**

**TEACHING-LEARNING-EVALUATION STRATEGIES**

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Resource person:</u> Invite a person to discuss local job opportunities and the training needed for these jobs.</p> <p>Prepare a list of jobs available in one's neighborhood.</p> <p>Develop a guide sheet to be used in interviewing workers.</p>	<p>Survey teachers and staff holding other type jobs. <u>Note to Teacher:</u> Teachers or staff should do actual listing. Bring in the employers or personnel from the companies visited on field trip to talk with students.</p> <p>Discuss jobs in neighborhoods and schools in small groups. <u>Note to Teacher:</u> List on chalk board.</p> <p>Same, less items. <u>Note to Teacher:</u> Introduce the concept of interviews. Role play an interview situation so that the students will know what to expect.</p> <p>Same, except omit professional occupations.</p> <p>Follow up career day by preparing a model postcard, on an assembly line basis.</p> <p>Conduct an interview of school personnel--cafeteria worker, teacher aide, teachers, and others. <u>Work alone or in pairs. Make a cassette recording or a pencil-paper report of the interview. Include pictures when appropriate.</u></p>	<p>Suggested Resource Persons:                      - Chamber of Commerce official                      - other businessmen                      - teacher</p> <p>Guide sheet developed in class (T)</p> <ul style="list-style-type: none"> <li>- Community workers' union offices</li> <li>- Postman</li> <li>- Hospital employees</li> <li>- Police</li> <li>- Fireman</li> </ul> <p>Portable tape recorder (D/H)</p>
<p>Set up a mini-career day in class. Invite semi-skilled, skilled, and professional people in and have them bring their tools and instruments (when applicable). Follow up career day with thank-you letters.</p> <p>Interview a worker in the community, using the guide sheet. Present interview to class. <u>Note to Teacher:</u> The interview may be taped, using a cassette recorder, or written. The students may work alone or in pairs. Role play the interview situation before the students go out.</p>		





**A: PLANNING TO GET A JOB 2: THE COMMUNITY WHERE YOU LIVE (CONTINUED)**

**TEACHING-LEARNING-EVALUATION STRATEGIES**

**RESOURCES**

**DISADVANTAGED**

Write a short biography of the worker interviewed.

Evaluation: Complete a map quiz.  
Note to Teacher: Duplicate the page containing a sketch of the community. Include the names of jobs which match the student's abilities and which exist in the community. Include jobs not existing in community and of too high ability for the student. The students will delete those jobs not available to them.

**HANDICAPPED**

Write a book in own words about interviews using pictures each has made. Note to Teacher: Correct spelling and other errors tactfully. Role play jobs found interesting after the mini-career day. Show tolls or instruments needed for that job and explain their use.

Less content. Note to Teacher:  
 Use map game and have students identify job locations by placing pictures of workers or companies on the prepared map board, or have students draw the workers or their place of business (or use symbols) on the prepared sketch of the community.

Teacher-made test



A: PLANNING TO GET A JOB 3: YOUR AGE--LEGAL CONSIDERATIONS

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Exhibit</u> and <u>examine</u> leaflets and booklets printed by government agencies pertinent to labor regulations. <u>Use</u> an activity sheet as a guide.</p> <p><u>Display</u> and <u>discuss</u> charts from federal and state departments of labor which pertain to child labor laws on bulletin board.</p> <p><u>Resource person:</u> Invite a person to discuss local opportunities and jobs in which teenagers may or may not be employed. Include hours, wages, and working conditions.</p>	<p><u>Note to Teacher:</u> Introduce concept of age and how it affects you when you become an employee.</p> <p><u>Illustrated discussions:</u> age and hours and age and wages. <u>Note to Teacher:</u> Free charts and booklets (single copies free) on federal and/or state regulations pertaining to child labor may be obtained from</p> <ul style="list-style-type: none"> <li>--Local employment offices</li> <li>--U.S. Department of Economic Security</li> <li>--Ky. Department of Economic Security, Frankfort, Ky. 40601</li> </ul> <p>When requesting materials by letter, describe the type of program you have and specify that you want whatever free materials they have pertaining to employment of minors. Ask that the material be sent at their earliest convenience. (D/T)</p> <p><u>Resource person:</u> Invite school personnel to discuss local opportunities for youth employment. Include regulations for wages, types of jobs and the numbers of hours he may work.</p>	<p>Teacher developed activity sheet for supervised study (D)</p> <p>Teacher-made charts</p> <p>Suggested Resource Persons:</p> <ul style="list-style-type: none"> <li>- State employment office personnel</li> <li>- School personnel officer</li> <li>- Counselor</li> <li>- Job coordinator familiar with child laws</li> </ul>

**A: PLANNING TO GET A JOB 3: YOUR AGE--LEGAL CONSIDERATIONS (CONTINUED)**

**TEACHING-LEARNING-EVALUATION STRATEGIES**

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Draw</u> outline map of U.S. and mark where federal laws are made; <u>draw</u> outline map of Kentucky and <u>show</u> where state laws are made.</p>	<p>Same. Color an outline map of U.S. and <u>indicate</u> where federal laws are made. (Note: Correlate with social studies.)</p>	<p>Outline map of U.S. and Kentucky</p>
<p><u>Read</u> and <u>discuss</u> the legal requirements for employment of minors.</p>	<p>Omit for most EMR's.</p>	<p>Book: No. 25. <u>Succeeding in the World of Work, Appendix 3.</u></p>
<p><u>Summary:</u> Use bulletin board, "Legal Requirements for Employment." <u>Display</u> work permits and other items essential to employment.</p>	<p>Same.</p>	<p>Work Permits</p>
<p><u>Listen</u> to a tape presentation on violations of labor laws and <u>discuss</u>. <u>Note to Teacher:</u> Develop the tape presentation.</p>	<p>Same.</p>	<ul style="list-style-type: none"> <li>- Tape recording on labor law violation</li> <li>- Court cases</li> <li>- News articles</li> <li>- Local representative of the Kentucky Department of Labor</li> </ul>
<p><u>Evaluate</u> a list of jobs by circling the ones you can legally enter.</p>	<p><u>Play</u> a game of jobs about what one can or cannot legally enter.</p>	<p>Teacher-made game (H) and list of jobs (D)</p>
<p><u>Note to Teacher:</u> Correlate with math. Develop or choose problems dealing with age, time, and hours.</p>		



**A: PLANNING TO GET A JOB 4: PLANNED SEARCH FOR A JOB**

**TEACHING-LEARNING-EVALUATION STRATEGIES**

**DISADVANTAGED**

**HANDICAPPED**

**RESOURCES**

Listen to tapes or view filmstrips dealing with the advantages and disadvantages of planning or not planning how you will go about getting a job.

Buzz Session: In small group, discuss the meaning of job lead cards and the role they play in the search for a job. Examine a sample job lead card and determine suitability for one's use.

Complete a job lead card on an actual job opening.

Complete job lead cards on actual openings as they find them.

Socio-drama: (1) Job hunting without a plan, (2) Use lead cards in planning to search for a job.

Culminating activity: View filmstrip on "Career Planning in a Changing World."

Summarize: After viewing filmstrip, write a paragraph on why it is better to have a plan in hunting a job.

Same.

Same.

Same.

Same.

Same.

Same.

Make a list of reasons why it is better to plan and be prepared before searching for a job.

Teacher-made tapes

Filmstrip:

No. 9. "The Road to Nowhere"

Book:

No. 23. The Opportunity Explosion

Student Materials:

"Sample Job Lead Cards," pp. 59-60.

Local Resources for Information:

- Newspaper

- Economic Security Office

Filmstrip:

No. 2. "Career Opportunity Series"

- "Career Planning in a

Changing World"

**A: PLANNING TO GET A JOB 4: PLANNED SEARCH FOR A JOB**

**TEACHING-LEARNING-EVALUATION STRATEGIES**

**RESOURCES**

**DISADVANTAGED**

Evaluation: Describe three results of hunting jobs with a plan using job lead cards.

**HANDICAPPED**

Evaluation: Describe one situation of job hunting with a plan.

MAJOR CONCEPT:

B. Finding Job Openings

SUPPORTING CONCEPTS:

1. Help from Others
2. Personal Search

PERFORMANCE OBJECTIVES:

The student will

1. Write the names of five different agencies from whom one may obtain job information and services.
2. List five other sources where one may find job openings suitable for himself.

B: FINDING JOB OPENINGS 1: HELP FROM OTHERS

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED

Field Trip: Visit local State Employment Office to learn services and information available as well as location of facility. Note to Teacher: Introduce purpose and prepare students for field trip.

View a film which points out assistance provided by state agencies.

Resource Person: Discuss the services of private employment agencies or visit a private employment agency if possible. Follow-up activity: Complete exercises on vocabulary and math relating salaries and fees.

HANDICAPPED

Ask a social worker to guide the tour.

Same.

Note to Teacher: Suggest to resource person that a detailed description of any physical aspects of the employment agency office be given, such as building, location, color or type building, and people who work there.

RESOURCES

Local Employment Office (D/H)

Film:  
No. 4. "State Employment Services"

- Suggested Resource Persons:
- Employee of a private employment agency
  - Someone who has utilized the services of a private agency in getting a job
  - Business and office education teacher

**B: FINDING JOB OPENINGS I: HELP FROM OTHERS (CONTINUED)**

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p>Read references and <u>report</u> on shady employment agencies.</p> <p><u>Resource Person:</u> Explain job services and information provided by school. <u>Read</u> references on how your school can help you in finding a job.</p> <p>Ask family members and friends if they know about jobs available which teenagers could do. Read <u>A Job For You</u>. <u>Report</u> findings to class.</p> <p><u>Resource Persons:</u> Listen to qualified personnel discuss services provided by Public Assistance, Welfare, Vo-Rehab, Community Action, etc., in helping people locate jobs.</p> <p><u>Evaluation:</u> List at least 5 different agencies from which one can get employment information and services.</p>	<p>Same.</p> <p>Same.</p> <p>Same.</p> <p>Same.</p> <p><u>Evaluation:</u> Oral, with true-false responses.</p>	<p>Book: No. 10. <u>Occupational Essentials</u>, Ch. 2, "Shady Employment Agencies"</p> <p>Suggested Resource Persons:</p> <ul style="list-style-type: none"> <li>- job coordinator</li> <li>- counselor</li> <li>- principal</li> </ul> <p>Book: No. 16. <u>The Job You Want</u>, Ch. 3.</p> <p>Book: No. 15. <u>A Job For You</u>, Ch. 4.</p> <p>Suggested Resource Persons: Representatives from:</p> <ul style="list-style-type: none"> <li>- Public assistance</li> <li>- Welfare</li> <li>- Vocational Rehabilitation</li> <li>- Community Action</li> <li>- Other agencies whose special functions are working with disadvantaged and/or handicapped people</li> </ul>

**B: FINDING JOB OPENINGS 2: PERSONAL SEARCH**

**TEACHING-LEARNING-EVALUATION STRATEGIES**

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Read and discuss</u> references on want ads.</p> <p>OR:</p> <p><u>View</u> a filmstrip and <u>list</u> points to remember relative to <u>job</u> finding.</p> <p><u>Note to Teacher:</u> Use exercise sheets for analyzing newspaper ads.</p> <p><u>Note to Teacher:</u> Create related math lessons pertaining to time and money from want ads: counting hours, A.M., P.M. and amounts of wages.</p>	<p>Same. Omit reading of references.</p> <p>Same, except reduce number of items, accompany with oral instructions-- one at a time. <u>Note to Teacher:</u> Adaptations can be made according to particular needs of class. Most concepts that need to be taught about want ads are found in this example. (D/H)</p> <p>Same.</p>	<p>Books:</p> <p>No. 5. <u>Getting a Job</u>, Ch. 4.</p> <p>No. 16. <u>The Job You Want</u>, Ch. 3, "How To Find a Job by Yourself"</p> <p>Filmstrips:</p> <p>No. 4. "Job Finding Series"</p> <ul style="list-style-type: none"> <li>- "So You Want a Summer Job"</li> <li>- "How to Get a Job and Keep It"</li> <li>- "When You Go To Work"</li> <li>- "How to Find a Job for Yourself"</li> </ul> <p>Student Material:</p> <p>"Getting Information from Want Ads," pp. 61-67.</p>

**B: FINDING JOB OPENINGS 2: PERSONAL SEARCH (CONTINUED)**

**TEACHING-LEARNING-EVALUATION STRATEGIES**

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Note to Teacher:</u> Listen to live broadcasts made by the employment office and make job lead cards for which one is qualified. <u>Make up a report on job openings and role play a radio announcer.</u></p> <p><u>Search other sources for job leads, such as signs, bulletin boards, and other places. Prepare job lead cards for jobs discovered and bring these to class.</u></p> <p><u>Fill out basic information on a number of job lead cards, listing jobs from a variety of sources. Arrange by number in order of preference.</u></p> <p><u>Evaluation:</u> List at least 5 other sources including places, persons, and agencies where one may find information on job openings.</p>	<p>Same.</p> <p>Same, except require a smaller number of job lead cards; note the student who completes the most. Indicate that parents or others may help them, if necessary.</p> <p>Same. Assist students with spelling.</p>	<p>Books:</p> <p>No. 19. <u>Looking for a Job Succeeding in the World of Work, Ch. 2</u></p> <p>No. 25. <u>You and Your Job, Ch. 1</u></p> <p>No. 29.</p> <p>Book:</p> <p>No. 24. <u>Putting Your Newspaper to Work</u></p>





MAJOR CONCEPT:

C. Getting Facts About Job Leads

SUPPORTING CONCEPTS:

1. Job Analysis
2. Location of Jobs
3. Strategies of Approach

PERFORMANCE OBJECTIVES:

The student will

1. List at least one standard source of general job information.
2. Name at least five general factors which need to be considered in analyzing a job.
3. Identify four methods of following up job leads.

C: GETTING FACTS ABOUT JOB LEADS I: JOB ANALYSIS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Buzz Session:</u> Discuss items teenagers think are important in pursuing a particular job. <u>List</u> on chalk board.</p> <p>Read references to help determine the job you want.</p> <p><u>Examine</u> job analysis form. <u>Compare</u> with a student developed list. <u>Discuss</u> and clarify terms on the form.</p>	<p>Same.</p> <p>Same.</p> <p><u>Adapt</u> more simplified analysis sheet with fewer items, if necessary.</p>	<p>Book: No. 16. <u>The Job You Want</u>, Ch. 2, "What to Look for in a Job"</p> <p>Student Materials: "Job Analysis Exercise Sheets," pp. 68-71.</p>

C: GETTING FACTS ABOUT JOB LEADS 1: JOB ANALYSIS (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Field Trip:</u> Visit a guidance office and library to find and use available materials in completing the job analysis sheet.</p> <p><u>Play</u> a game of 20 questions following the library activity. Note to <u>Teacher:</u> Think of a job and give students 20 chances to identify the job you are thinking of. Encourage students not to try to name job at first but to pinpoint by asking general questions, such as indoor or outdoor, training level, etc. One who guesses gets to think of a job and let others guess. (This increases proficiency in analyzing jobs of all sorts.)</p> <p><u>View</u> filmstrip which describes ways to study occupations.</p> <p><u>Summary:</u> List sources of general job information and factors needed to be considered in analyzing a job.</p>	<p>Same, but will need more teacher help in library.</p> <p>Same, but use job titles prevalent in local area.</p> <p>Same.</p> <p><u>Construct</u> mobiles of names of things to be considered in analyzing a job. (Class group activity for summarization)</p>	<p>Book: No. 21. <u>Occupational Outlook Handbook</u></p> <p>Filmstrip: No. 2. "Career Opportunities Series" - "How to Study Occupations"</p>

C: GETTING FACTS ABOUT JOB LEADS 2: LOCATION OF JOBS

TEACHING-LEARNING-EVALUATION STRATEGIES

RESOURCES

DISADVANTAGED

HANDICAPPED

Develop a list of items needed for use in an analysis of local jobs:

- location
- distance
- pay
- employer
- fringe benefits
- hours
- working conditions

Bring in job lead cards and share with class additional information obtained from friends and other sources about specific local job openings.

Rearrange the job lead cards after all additional information has been recorded on them. Students may wish to renumber the cards according to preference. Discuss any new first references, etc.

Summarizing and/or evaluation activity: Use an exercise sheet and list randomly five factors which need to be considered in analyzing a job. Note to Teacher: Have the students rearrange in their order of importance and defend their decision.

Same.

Same, but fewer job lead cards.

Same.

**C: GETTING FACIS ABOUT JOB LEADS 3: STRATEGIES OF APPROACH**

**TEACHING-LEARNING-EVALUATION STRATEGIES**

**RESOURCES**

**DISADVANTAGED**

**HANDICAPPED**

Research big city newspapers with plenty of want ads. Discover four methods of contacting employers suggested in these ads:  
 (1) letter of application  
 (2) resume  
 (3) applying in person  
 (4) telephone

Cut out and paste on exercise sheet five want ads representing each of the above categories.

Evaluation: List four ways of following up a job lead.

Same.

Same.

Same. Find examples again of each type of response and place in blocks as in suggested Student Materials but without any assistance from teacher.

Book:  
 No. 16. The Job You Want, Ch. 4.

Student Materials:  
 "Looking for a Job?" pp. 72-75.

MAJOR CONCEPT:

D. Following Up Job Leads

SUPPORTING CONCEPTS:

1. Letter of Application
2. Telephone
3. Resume
4. Applying in Person

PERFORMANCE OBJECTIVES:

The student will

1. Produce an acceptably written business letter and address an envelope in answer to an actual want ad.
2. Demonstrate, in a simulated situation, the correct procedure for using the telephone in obtaining an appointment for an interview.
3. Write a simplified resume, giving complete and correct information.
4. Demonstrate, in a simulated setting, how to apply for a job in person.

D: FOLLOWING UP JOB LEADS 1: LETTER OF APPLICATION

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Pre-test:</u> Write a letter, in answer to a want ad, <u>address</u> an envelope, <u>fold</u> the letter and place it inside.</p> <p>Read and <u>discuss</u> references which describe how to succeed in the world of work by properly applying for a job.</p>	<p>Same.</p> <p>Same.</p>	<p>Dictionary</p> <p>Book: <u>Succeeding in the World of Work</u>, Ch. 3.</p>

**D: FOLLOWING UP JOB LEADS 1: LETTER OF APPLICATION (CONTINUED)**

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Write a letter of application.</u></p> <p><u>Use a checklist in evaluating written letters.</u></p> <p><u>Read references which describe how letters of application may help one get better jobs.</u></p> <p><u>Summary Activity:</u> <u>Make a large chart of a business letter and a correctly addressed envelope.</u></p> <p><u>Write a letter to a business person.</u></p> <p><u>Note to Teacher:</u> <u>Prior to the assignment, ask a business employer to read and write his evaluation on the students' letters. Follow up with class discussion. Provide related lessons on language.</u></p>	<p><u>Note to Teacher:</u> <u>Make and cut out sample parts and give to students. Paste parts in proper place on sheet of typing paper and envelope.</u></p> <p><u>Same. Discuss the letters by parts (1 or 2 parts each day), for example:</u></p> <p>(1) margins, student's address, and date</p> <p>(2) company address and salutation</p> <p>(3) body of letter and its paragraphs</p> <p>(4) closing and signature</p> <p><u>Same.</u></p> <p><u>Same.</u></p> <p><u>Same. Note to Teacher:</u> <u>Stress penmanship, sentence structure, and paragraph structure.</u></p>	<p>Student Materials: "Letter of Application and Its Envelope," pp. 76-79.</p> <p>Student Materials: "Checklist for Letter of Application and Its Envelope," pp. 80-81.</p> <p>Books: No. 13. <u>How You Can Get A Better Job</u> No. 20. <u>Occupational Essentials</u>, Ch. 3, "The Employment Application" No. 24. <u>Putting Your Newspaper to Work</u> No. 28. <u>You and Your Job</u>, Ch. 5.</p>

2: FOLLOWING UP JOB LEADS 1: LETTER OF APPLICATION (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p>(continued)  skills: spelling, grammar, punctuation, and capitalization, as needed.</p> <p><u>Post-test:</u> Write a letter of application in reply to a want ad. Use the letter of application checklist again to evaluate post-test letter.</p>	<p>Same. After writing the letters, explain how to correct any errors made. Use a transparency of a well-written letter to aid in explanation. Follow by having students rewrite their test letters, correcting any errors made.</p> <p><u>Note to Teacher:</u> Lessons in handwriting--reversals, correct construction of cursive letters--may be helpful here.</p>	<p>Book:  No. 24. <u>Putting Your Newspaper to Work</u></p>

F: FOLLOWING UP YOUR JOB LEADS 2: THE TELEPHONE

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>View</u> a film on telephone etiquette.</p> <p><u>Resource person:</u> <u>Invite</u> a trained person to discuss telephone techniques.</p> <p><u>Read</u> and <u>discuss</u> references which will further emphasize the importance of using good telephone techniques.</p> <p><u>Examine</u> and <u>use</u> telephone directories.</p> <p><u>Demonstrate</u> use of telephone.</p> <p><u>Role play</u> situations portraying correct procedure for using telephones in obtaining an interview, etc.</p>	<p>Same.</p> <p>Same.</p> <p>Same.</p> <p>Same. Arrange in alphabetical order ten firms listed in yellow pages. <u>Locate</u> in directory.</p> <p><u>Note to Teacher:</u> During the demonstration, stress correlation of numbers and letters on the dial. Allow each student to practice dialing. Check for coordination in turning the dial. Show the correct way to hold the receiver and how to correct a mistake made in dialing a number. Include any exercises necessary to develop the needed motor coordination.</p> <p>Same.</p>	<p>Film: - From local telephone co.</p> <p>Suggested Resource Person: - Local telephone company personnel</p> <p>Book: No. 13. <u>How You Can Get a Better Job</u></p> <p>Local telephone directories</p> <p>Teletrainer, local telephone company</p>



TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Use a checklist of telephone etiquette.</u></p> <p><u>Evaluation:</u> <u>Use actual telephones in a simulated setting to obtain an appointment for an interview.</u></p>	<p><u>Note to Teacher:</u> <u>Modify checklist. Define such words as: courteous, distinct, tone, etc.</u></p> <p><u>Practice dialing to overcome finger dexterity problems. Point out information on dial plate. Note to Teacher:</u> <u>Have the students write the numbers down prior to dialing so they won't forget them.</u></p> <p><u>Use a tachistoscope in learning to remember telephone numbers.</u></p> <p><u>Use visualization, memory, and auditory exercises.</u></p>	<p>Student Materials: "Checklist for Telephone Usage," p. 82.</p> <p>Toy telephones or teletrainer sets available from telephone company</p> <p>Reading Lab</p> <p>Reading Lab</p>



D: FOLLOWING UP JOE LEADS 3: RESUME

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Read</u> references on preparing a resume.</p> <p><u>Develop</u> a simplified resume form or personal data sheet. <u>Make</u> a job folder; include data sheet and other related credentials.</p> <p><u>Fill out</u> on a practice form the following sections:</p> <ol style="list-style-type: none"> <li>1. Personal data</li> <li>2. Previous employment</li> <li>3. Personal references</li> <li>4. Other information</li> </ol> <p><u>Note to Teacher:</u> Assist students with each individual section of form.</p> <p><u>Brainstorm:</u> Discuss possibilities for obtaining professional service in making resumes given by business and office people or private agencies for a fee. <u>Note to Teacher:</u> Since</p>	<p>Same. Use dictionary to define such terms as the following:</p> <ol style="list-style-type: none"> <li>1. Objective</li> <li>2. Status</li> <li>3. Relocation</li> <li>4. References</li> <li>5. Data</li> <li>6. Resume</li> </ol> <p><u>Note to Teacher:</u> Help student to learn to write his address correctly. Give more help with terms.</p> <p><u>Note to Teacher:</u> Point out to students that their vocational high school teachers could help them prepare personal data sheets and will have the appropriate forms.</p> <p>Same. Put copy in folder. Keep school activities or work experience sections updated during the year.</p>	<p>Books:</p> <p>No. 20. <u>Occupational Essentials</u>, Ch. 3, "Job Resume"</p> <p>No. 23. <u>The Opportunity Explosion</u></p> <p>No. 25. <u>Succeeding in the World of Work</u>, Ch. 3.</p> <p>No. 28. <u>You and Your Job</u>, Ch. 5.</p> <p>Student Material:  "Sample Resume," p. 83.</p>

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p>few jobs require an elaborate or formal resume, this section should be limited just to the general information needed by most employers.</p> <p><u>Evaluation:</u> Construct a simplified resume, giving complete and correct information.</p>		

**D: FOLLOWING UP JOB LEADS 4: APPLYING IN PERSON**

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Note to Teacher:</u> This situation is the same as the interview and may be taught later in the unit.</p>		

MAJOR CONCEPT:

E. Filling Out Job Application Forms

SUPPORTING CONCEPTS:

1. Sections of Application Forms
2. Personal Information
3. Printing, Spelling, and Spacing
4. Responding to Items on Application Forms
5. Learning Employers' Standards and Uses of Application Forms

PERFORMANCE OBJECTIVES:

The student will

1. List five general types of information required on all application forms.
2. Supply the personal information required on a job application form which one has not previously seen with 100% accuracy.
3. Print, spell, and space all entries on an application form correctly.
4. Demonstrate the ability to respond correctly to items on an application form which do not have specific instructions.
5. List five common standards by which employers judge application forms.

E: FILLING OUT JOB APPLICATION FORMS 1: SECTIONS OF APPLICATION FORMS

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED

Pre-test: Complete actual application forms. Note to Teacher: It is preferable to use forms divided into sections, with sections labeled "Personal Data," "Education," etc.

HANDICAPPED

Same. Note to Teacher: Application forms are available in office supply stores in pads of 50 or 100.

RESOURCES

Standard Application Forms Book:  
No. 28. You and Your Job, Ch. 6.

E: FILLING OUT JOB APPLICATION FORMS 1: SECTIONS OF APPLICATION FORMS (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p>View five different types of forms (of varying lengths). <u>Identify</u> similarities and differences in the sections on the forms.</p>	<p>Same.</p>	<p>Teacher-made transparency Book : No. 15. <u>A Job For You</u>, Ch. 7.</p>
<p>Make a large chart showing an application form. <u>Label</u> the different sections with large letters.</p>	<p>Same.</p>	<p>Local Businesses</p>
<p>Make a bulletin board display of different application forms gathered from several local businesses.</p>	<p>Same.</p>	
<p><u>Construct</u> flash cards for drill exercises on the different sections of the application form.</p>	<p>Same.</p>	
<p><u>Evaluation:</u> Match examples of items called for on application forms with the name of at least five sections in which they are most usually include:1.</p>	<p><u>Identify</u> different sections by drawing crayon lines around each different section. <u>Use</u> a different color for each section.</p>	

E: FILLING OUT JOB APPLICATION FORMS 2: PERSONAL INFORMATION

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Discuss</u>, section by section, the corrected pre-test on information and terms. <u>Emphasize</u> that the majority of applicants lose opportunity for employment because of application forms.</p> <p><u>Make</u> flash cards of terms. <u>Identify</u> definitions and relate the terms to the sections in which they are found.</p> <p><u>Complete</u> practice sheets on each section.</p> <p><u>Grab Bag</u>: <u>Place</u> application form terms on separate pieces of paper and put in a grab bag for each section. <u>Pull</u> one from the bag and <u>explain</u> the term drawn to others. <u>When</u> drawing is completed, <u>paste</u> the terms drawn in the proper category on an exercise sheet which lists the categories on an application form.</p> <p><u>Evaluation</u>: <u>Complete</u> a multiple choice test on the terms found on application forms.</p> <p><u>Complete</u> an application form by supplying all of the personal information required.</p>	<p>Same.</p> <p>Same.</p> <p>Same.</p> <p>Matching.</p>	<p>Books: No. 16. <u>The Job You Want</u>, Ch. 5. No. 20. <u>Occupational Essentials</u>, Ch. 1.</p> <p>Book: No. 25. <u>Succeeding in the World of Work</u>, Ch. 3.</p> <p>Practice Sheets--Teacher-made of each section of an application form</p> <p>Book: No. 4. <u>Full Speed Ahead--Communications 3, "Lesson Twenty-Four"</u></p>

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Demonstrate</u> a neat and consistent style of printing on chalkboard or transparency.</p>	<p>Same. <u>Note to Teacher:</u> May be displayed on a wall or an appropriate place in the classroom.</p>	<p>Letter guides, available at school supply stores</p>
<p><u>Practice</u> printing letters, caps and lower case. <u>Use</u> own name, address, and terms pertaining to the lesson. <u>Practice</u> making numbers clearly.</p>	<p>Same. <u>Note to Teacher:</u> Teach draftsman's printing. Allow students to use crow-quill pens to illustrate the left to right movement of pen in making numbers and letters.</p>	<p>Typing teacher</p>
<p><u>Resource person:</u> <u>Invite</u> a person to discuss spacing, neatness, erasures, and other marks on finished typed copy.</p>	<p>Same.</p>	<p>Art or drafting teacher</p>
<p><u>Resource person:</u> <u>Invite</u> a person to demonstrate printing.</p>	<p>Same. <u>Practice</u> using pencils, then pens.</p>	<p>Teacher-made transparency</p>
<p>Study terms for correct spelling. <u>Participate</u> in a spelling bee.</p>	<p>Same.</p>	<p>Teacher-developed practice sheets for drill on spacing information on the application form</p>
<p><u>Note to Teacher:</u> Project an application form on the chalkboard. Fill in the information by having students respond one at a time while other students evaluate the work as it is done.</p>	<p>Same.</p>	<p>Teacher-developed practice sheets for drill on spacing information on the application form</p>
<p><u>Practice</u> spacing information. Judge the amount of space available for the amount of information to be inserted and centered.</p>	<p>Same.</p>	<p>Teacher-developed practice sheets for drill on spacing information on the application form</p>





E: FILLING OUT JOB APPLICATION FORMS 4: RESPONDING TO ITEMS ON APPLICATION FORMS

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Note to Teacher:</u> Explain, by using a sample worksheet, the different ways items must be responded to such as, circling, checking, underlining. Emphasize the importance of responding to every space on the application form, the use of "N/A" in spaces which do not apply and the use of no, yes or none.</p>	<p>Same.</p>	<p>Student Material: "Responses on Job Application Forms," p. 84.</p>
<p><u>Complete</u> an exercise sheet on responding to items on application forms. <u>View</u> the different types of responses and <u>indicate</u> specific instructions given that must be followed. <u>Decide</u> how to respond when specific instructions are not given.</p>	<p>Same.</p>	<p>Teacher-made transparencies</p>
<p><u>Evaluation:</u> <u>Complete</u> an application form.</p> <p><u>Note to Teacher:</u> Have an employer screen out the best five, next best five, etc., of the student completed forms.</p>	<p>Same. <u>Note to Teacher:</u> Ask an employer to rate the completed forms.</p>	

E: FILLING OUT JOB APPLICATION FORMS 5: LEARNING EMPLOYERS' STANDARDS AND USES OF APPLICATION FORMS

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Note to Teacher:</u> Research and develop a list of points employers look for when judging application forms and discuss with students.</p> <p><u>Resource Person:</u> Invite a person to discuss the employer's use of application forms in screening applicants.</p>	<p>Same.</p>	<p>Book: No. 20. <u>Occupational Essentials</u>, Ch. 3.</p>
<p><u>Role play</u> the part of employer in using forms during an interview.</p>	<p>Same.</p> <p>Same. <u>Note to Teacher:</u> Play the role of the employer for the first interview.</p>	<p>Local Employer Book: No. 25. <u>Succeeding in the World of Work</u>, Ch. 3.</p>
<p><u>List</u> questions which employers may derive from the application form and the obvious points employers may check on application forms when screening.</p>	<p>Same, but teacher completes an application form and has students to list obvious points the employer might check when screening the application.</p>	<p>Application forms</p>
<p><u>Evaluation:</u> List five standards by which an employer judges application forms.</p>	<p>Same. <u>Note to Teacher:</u> Use an application form which has not been used previously for practice or illustrative purposes.</p>	



MAJOR CONCEPT:

F. The Job Interview

SUPPORTING CONCEPTS:

1. Planning for the Interview
2. At the Interview
3. The Interview Follow-up

PERFORMANCE OBJECTIVES:

The student will

1. Demonstrate in a simulated interview grooming standards generally acceptable to employers.
2. Bring to a simulated interview the credentials needed and be knowledgeable concerning questions asked.
3. Demonstrate, in a simulated situation, the manners and speech acceptable to employers.
4. Demonstrate courtesy and personal effectiveness in simulated post-interview telephone call or in a thank you note or letter of appreciation to an employer.

F: THE JOB INTERVIEW 1: PLANNING FOR THE INTERVIEW

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View filmstrips to create an impression of good grooming.	Same.	Filmstrips: No. 7. "The Look Is Natural" No. 11. "Your Job Interview"  Suggested Resource Persons: - Home economics teacher - Charm teacher from a business school
Resource person: Invite a specialist to give a presentation on good grooming.	Same.	

F: THE JOB INTERVIEW 1: PLANNING FOR THE INTERVIEW (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Resource person:</u> <u>Invite</u> a barber and/or beautician to discuss and demonstrate hair care and use of cosmetics.</p> <p><u>Construct</u> a scrapbooklet from magazine cutouts. Include clothes suitable for work and grooming aids.</p> <p><u>Make</u> a bulletin board on grooming.</p> <p><u>Resource person:</u> <u>Invite</u> two employers (one with traditional views and one with the liberal) to discuss grooming as they feel it relates to employment.</p> <p><u>Demonstrate</u> good and bad grooming, using charts and other props.</p> <p>OR</p> <p><u>Role play</u> a person groomed properly and a person groomed improperly for an interview.</p> <p><u>Construct</u> a chart listing do's and don'ts at the interview.</p> <p><u>View</u> transparencies or filmstrip on grooming and discuss.</p>	<p>Same.</p> <p>Same.</p> <p>Same.</p> <p>Same.</p> <p>Same.</p> <p>Same. Use drawings and cut out pictures for chart. Use more pictures than words.</p>	<p>Suggested Resource Persons: - Barber - Beautician</p> <p>Magazines</p> <p>Book: No. 7. <u>Good Grooming for Teenagers</u>, Ch. 2 &amp; 3.</p> <p>Magazines/Newspapers</p> <p>Transparency: No. 3. "Personal Development Series," Subset - "Dress Ability"</p> <p>Filmstrip: No. 3. "Grooming for Girls and Grooming for Boys"</p>

F: THE JOB INTERVIEW 1: PLANNING FOR THE INTERVIEW (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>View</u> and <u>discuss</u> pre-interview check-list on grooming. <u>Note to Teacher:</u> Transparencies may be made from suggested student materials.</p>	<p>Same.</p>	<p>Student Materials: "Grooming for the Interview Checklist," p. 85.</p>
<p><u>View</u> and <u>discuss</u> pre-interview check-list on items to be taken to the interview.</p>	<p>Same.</p>	<p>Student Materials: "The Interview--Things to Take Checklist," p. 86.</p>
<p><u>View</u> and <u>discuss</u> pre-interview check-list of possible questions which may be asked.</p>	<p>Same.</p>	<p>Student Materials: "Questions Asked During Job Interviews," p. 87.</p>
<p><u>Read</u> references on interview questions.</p>	<p>Same.</p>	<p>Book: No. 20. <u>Occupational Essentials</u>, Ch. 3, "The Job Interview"</p>
<p><u>List</u> items to be taken to the interview. <u>Answer</u> questions on the "Questions Asked During Job Interviews" list.</p>	<p>Oral quiz and responses.</p>	<p>Teacher-made test</p>
<p><u>Evaluation:</u> <u>Complete</u> a multiple choice test on grooming terms and concepts and <u>demonstrate</u> acceptable grooming standards for an interview in a simulated situation.</p>	<p>Same, except complete a matching test rather than multiple choice.</p>	

F: THE JOB INTERVIEW 2: AT THE INTERVIEW

TEACHING-LEARNING-EVALUATION STRATEGIES

RESOURCES

DISADVANTAGED

HANDICAPPED

Read and discuss references which describe what to do at an interview.

Same. Students could tell the teacher what points to include in checklist.

Discuss a checklist on points of behavior (manners and speech, etc.) pertaining to the interview.

Same.

View a filmstrip on the job interview.

Same.

Role play and make cassette recordings of job interview skits.

Same. Allow students to read these before making recordings.

Resource Person: Invite personnel manager to give talk concerning the job interview.

Same.

Evaluation: Role play interviews. Rate self and others using a comprehensive checklist. Compare ratings.

Same.

- Books:  
 No. 15. A Job For You, Ch. 6.  
 No. 20. Occupational Essentials, Ch. 3.  
 No. 25. Succeeding in the World of Work, Ch. 3.  
 No. 28. You and Your Job, Ch. 7.

Student Materials:  
 "Job Interview Checklist," p. 88.

Filmstrip:  
 No. 6. "The Job Interview"

- Books:  
 No. 11. How to Hold Your Job, "How to Act At an Interview"  
 No. 20. Occupational Essentials, Ch. 3.

Suggested Resource Persons:  
 - Local hospital personnel manager  
 - Local business manager

Student Materials:  
 "Job Interview Checklist," p. 88.

F: THE JOB INTERVIEW 3: THE INTERVIEW FOLLOW-UP

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Discuss</u> possible ways of interview follow-up. <u>Discuss</u> the advantages and/or disadvantages of each follow-up procedure.</p> <p><u>Practice writing</u> a letter of appreciation and making a telephone call.</p> <p><u>Write</u> skits for making post-interview telephone calls.</p> <p><u>Evaluation:</u> Write a thank-you letter and <u>make</u> a follow-up call, OR <u>make</u> a cassette recording of the phone call. Use a <u>checklist</u> to rate each other.</p>	<p>Same.</p> <p>Same.</p> <p>Same.</p>	<p>Book: No. 28. <u>You and Your Job</u>, Ch. 7.</p> <p>Book: No. 20. <u>Occupational Essentials</u>, Ch. 3.</p>

MAJOR CONCEPT:

G. Taking Employment Tests

SUPPORTING CONCEPTS:

1. Kinds of written tests and tips for taking
2. Kinds of performance tests and tips for taking

PERFORMANCE OBJECTIVES:

The student will

1. Identify some types of written tests given by employers.
2. List the names of at least five different types or kinds of performance tests.

G: TAKING EMPLOYMENT TESTS 1: KINDS OF WRITTEN TESTS AND TIPS FOR TAKING

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p>Display copies of intelligence, aptitude, social, ability, clerical, and other written types of tests. Examine and discuss.</p> <p>Discuss how to take a test.</p> <p>Take one or more of the above type tests. Note to Teacher: Some social ability and clerical tests are well-adapted for the disadvantaged student.</p>	<p>Same. Note to Teacher: Paperback books on how to take employment tests are available in most bookstores and cover a large number of areas of work. They contain samples of items that are given in the actual tests.</p> <p>Same.</p> <p>Same.</p>	<p>Book: No. 15. A Job For You, Ch. 7.</p> <p>Book: No. 25. Succeeding in the World of Work, Ch. 5.</p>



G: TAKING EMPLOYMENT TESTS 1: KINDS OF WRITTEN TESTS AND TIPS FOR TAKING (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

RESOURCES

DISADVANTAGED

HANDICAPPED

Evaluation: Name some of the different types of written employment tests.

Same (oral).



**G. TAKING EMPLOYMENT TESTS 2: KINDS OF PERFORMANCE TESTS AND TIPS FOR TAKING**

**TEACHING-LEARNING-EVALUATION STRATEGIES**

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Discuss</u> jobs requiring performance tests such as: welding, electricity, beautician, and jobs requiring licensing or tests for advancement from helper to apprentice.</p> <p><u>Read</u> references which describe various kinds of performance tests.</p> <p><u>Panel discussion:</u> <u>Invite</u> resource persons to discuss whether or not on-the-job performance is really a type of test. <u>Note to Teacher:</u> Prepare and administer a manipulative -type test on sorting by size, color, or shape. Have students establish norms for speed and accuracy.</p> <p><u>Take</u> the G.A.I.B. test which involves finger and manual dexterity and motor coordination.</p> <p><u>Evaluation:</u> <u>Name</u> at least five performance tests required for some jobs.</p>	<p>Same. <u>Interview</u> a worker who has taken a performance test and tell about it in class.</p> <p>Same.</p> <p>Same. Use blocks, pegs, bolts, screws and washers.</p> <p><u>Take</u> the I.P.A.T. (non-reader).</p> <p>Same.</p>	<p>Books: No. 1. <u>Basic Civil Service Training</u> No. 17. <u>Jobs in Your Future</u>, Ch. 4.</p> <p>Suggested panel members: - class members - students with part-time jobs - an adult employee - a parent</p> <p>G.A.T.B. Test I.P.A.T. Test</p>

MAJOR CONCEPT:

H. You're Hired!

SUPPORTING CONCEPTS:

1. Other Requirements to Meet
2. Approaches to First Day on the Job

PERFORMANCE OBJECTIVES:

The student will

1. List the steps in obtaining work permits and state where such permits may be obtained.
2. Tell how to make an appointment to get a medical examination.
3. Complete correctly a duplicate of a tax exemption certificate and list the other items one may need upon arriving for work.

H: YOU'RE HIRED! 1: OTHER REQUIREMENTS TO MEET

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>View and discuss a transparency of a work permit.</u></p> <p><u>Resource Person:</u> <u>Invite</u> a person to explain</p> <ul style="list-style-type: none"> <li>- where and how to obtain a work permit</li> <li>- how to complete it</li> <li>- the necessity of getting the consent of parents and a promise of employment.</li> </ul> <p>OR</p> <p>Read references and <u>view</u> a filmstrip describing the steps of getting a job.</p>	<p>Same.</p> <p>Same.</p>	<p>Teacher-made transparency of a work permit</p> <p>Resource person:</p> <ul style="list-style-type: none"> <li>- Job coordinator</li> <li>- Counselor</li> </ul> <p>Book: No. 25. <u>Succeeding in the World of Work, Appendix 3.</u></p>

H: YOU'RE HIRED! 1: OTHER REQUIREMENTS TO MEET (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Evaluation:</u> <u>Tell</u> or <u>list</u> the steps needed to be completed in order to get a work permit and the place where work permits are issued.</p> <p><u>Resource person:</u> <u>Invite</u> a person to discuss diet in relation to working.</p>	<p>Same. <u>Tell</u> the name of the person to go to see in order to secure the work permit application and how to contact him.</p> <p>Same. <u>Discuss</u> what to expect at the doctor's office.</p>	<p>Filmstrip: No. 1. "ABC's of Getting and Keeping a Job Series," Filmstrip B.</p>
<p><u>Read and discuss</u> copies of medical exam forms.</p> <p><u>Demonstrate</u> how to obtain an appointment to get a physical examination by telephone.</p> <p><u>Note to Teacher:</u> Remind students to expect fee to be charged for a medical examination.</p>	<p>Same.</p> <p>Same.</p> <p>Practice writing a check to pay for medical examination or make payment in cash. <u>Remind</u> students to return the completed medical exam form from doctor's office to his employer.</p>	<p>Suggested Resource Persons: - County health nurse - Home economics teacher - Cafeteria manager</p> <p>Medical examination forms</p>
<p><u>Evaluation:</u> <u>Tell</u> the steps involved in getting a medical examination.</p> <p><u>View</u> transparency and <u>discuss</u> the terms and information needed on a tax exemption certificate.</p> <p><u>Complete</u> a tax exemption certificate.</p>	<p>Same.</p> <p>Same.</p> <p>Same.</p>	<p>Teacher-made transparency Tax exemption certificate</p>



**H: YOU'RE HIRED! 1: OTHER REQUIREMENTS TO MEET (CONTINUED)**

**TEACHING-LEARNING-EVALUATION STRATEGIES**

**RESOURCES**

**DISADVANTAGED**

Field trip: Visit the local health department. Collect information on how to obtain a birth certificate if parents do not have a copy.

- the importance of a birth certificate.
- how long records are kept.

Discuss why a birth certificate and a social security card may be needed the first day at work.

Evaluation: Name the papers that may be needed the first day on the job, and tell what information will be asked concerning the tax exemption certificate.

**HANDICAPPED**

Note to Teacher: Point out how to get a birth certificate if parents do not have a copy.

Same.

Health Department

H: YOU'RE HIRED! 2: APPROACHES TO FIRST DAY ON JOB

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p>See Unit: "How to Keep a Job," for ideas to include.</p> <p><u>Culminating Activities:</u></p> <ol style="list-style-type: none"> <li>1. <u>Develop</u> bulletin board of major concepts learned about getting a job.</li> <li>2. <u>Evaluate</u>, through discussion, what students have learned.</li> <li>3. <u>Complete</u> an objective test covering main concepts in unit and the terms involved.</li> </ol>	<p>Same.</p>	<p>Unit of Instruction: No. 1. <u>How to Keep a Job</u></p>

BOOKS AND BOOKLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
2. <u>Basic Civil Service Training</u>	Robert Fisher	South-Western Pub. Co. 5101 Madison Road Cincinnati, Ohio 45227	1968	\$2.48; free loan, Resource Center for SVE Teachers, 151 Taylor Ed. Bldg. Univ. of Ky. Lexington, Ky. 40506
3. <u>Business Behavior</u>	Allien R. Russon	South-Western Pub. Co. (Same address as above.)	1964	\$3.80; free loan, Resource Center for SVE Teachers
4. <u>Dictionary of Occupational Titles</u>	Department of Labor	Superintendent of Docu- ments, U.S. Government Printing Office Washington, D.C. 20402		
5. <u>Full Speed Ahead - Communications</u> <u>3 (Student Material)</u>	Josephine Bauer	Follett Education Corp. 1010 W. Washington Blvd. Chicago, Ill. 60607	1968	\$1.74; free loan, Resource Center for SVE Teachers
6. <u>Getting a Job (Student Material)</u>	Florence Randall	Fearon Publishers, Inc. 6 Davis Drive Belmont, CA 94002	1966	\$2.50; free loan, Resource Center for SVE Teachers
7. <u>Getting and Holding a Job</u>	Bernard Schneider	Frank E. Richards Co. 324 First Street Liverpool, NY 13088	1969	\$1.50; free loan, Resource Center for SVE Teachers
8. <u>Good Grooming for Teenagers</u>	Allen E. Breed	Burgess Publishing Co. 426 South 6th Street Minneapolis, MN 55415	1971	\$3.25; free loan, Resource Center for SVE Teachers
9. <u>Help Yourself to a Job</u> <u>Part I, Part II, and Part III</u> <u>(Student Material)</u>	Yvette Dogin	Finney Company 3350 Gorham Avenue Minneapolis, MN 55426		\$1.50 ea.; free loan, Resource Center for SVE

BOOKS AND BOOKLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
10. <u>How to Get a Job</u> (Student Material)	William Fraenkel	National Assoc. for Retarded Children 2709 Avenue E East Arlington, Texas 76011	1969	Single copy free
11. <u>How to Get a Job and Keep It</u> (Student Material)	Dorothy Y. Goble	Steck-Vaughn Company P.O. Box 2028 Austin, Texas 78765	1967	\$1.08; free loan, Resource Center for SVE Teachers
12. <u>How to Hold Your Job</u> (Student Material)	Fudell and Peck	Steck-Vaughn Company (Same address as above.)	1967	\$3.20; free loan, Resource Center for SVE Teachers
13. <u>How to Use a Business Telephone</u>	Willard K. Lasher	Metromedia Analearn 56-05 4th Street Maspeth Queens, NY 11378	1970	\$8.00; free loan, Resource Center for SVE Teachers
14. <u>The Job Ahead</u>	Herman R. Goldberg and Winnifred T. Brumer, editors	American Technical Society 848 East 58th Street Chicago, Ill. 60637	1963	\$6.00; free loan, Resource Center for SVE Teachers
15. <u>A Job For You</u> (Student Material)	Phyllis Dubnick	Science Research Associates 259 E. Erie Street Chicago, Ill. 60611	1967	\$1.76; free loan, Resource Center for SVE Teachers
16. <u>The Job You Want</u>	Margaret E. Andrews	Steck-Vaughn Company P.O. Box 2028 Austin, Texas 78765	1971	\$1.36; free loan, Resource Center for SVE Teachers
17. <u>Jobs in Your Future</u>	Miriam Lee	Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, N.J. 07632	1971	\$1.00; free loan, Resource Center for SVE Teachers



BOOKS AND BOOKLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
18. <u>Kuder Vocational Preference Record, Form C</u>		Science Research Associates, Inc. 259 E. Erie Street Chicago, Ill. 60607		36¢ each
19. <u>Looking For a Job (Student Material)</u>	Richard H. Turner	Follett Education Corp. 1010 W. Washington Blvd. Chicago, Ill. 60607	1972	\$1.16; free loan, Resource Center for SVE Teachers
20. <u>Occupational Essentials</u>	David J. Richter	h.c. Johnson Press, Inc. Vocational Educ. Div. P. O. Box 4156 1800 Broadway Rockford, Ill. 61110		\$3.95; free loan, Resource Center for SVE Teachers
21. <u>Occupational Outlook Handbook</u>	Department of Labor	Superintendent of Documents, U.S. Government Printing Office Washington, D.C. 20402	72-73	\$6.25; free loan, Resource Center for SVE Teachers
22. <u>On the Job (Student Material)</u>	Hudson & Weaver	Frank E. Richards Co. 324 First Street Liverpool, NY 13088	1966	\$1.25; free loan, Resource Center for SVE Teachers
23. <u>The Opportunity Explosion</u>	Robert O. Snelling	Signet Books--New American Library 1301 Ave. of the Americas New York, N.Y. 10019		
24. <u>Putting Your Newspaper to Work</u>	William R. Van Osdol	Burgess Publishing Co. 426 South 6th Street Minneapolis, MN 55415	1970	\$3.50
25. <u>Succeeding in the World of Work</u>	Grady Kimbrell and Ben Vineyard	McKnight & McKnight Pub. Co. Towanda Ave. & Route 66 Bloomington, Ill. 61701		About \$6.00; free loan, Resource Center for SVE Teachers

BOOKS AND BOOKLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
Turner-Livingston Career Guidance Series	Richard Turner	Follett Education Corp. 1010 W. Washington Blvd. Chicago, Ill. 60607		6 books, \$1.20 ea; free loan, Resource Center for S.V. Teachers
27. Turner-Livingston Communication Series	Richard Turner	Follett Education Corp. 1010 W. Washington Blvd. Chicago, Ill. 60607		6 books, \$1.16 ea; free loan, Resource Center for S.V. Teachers
28. <u>You and Your Job</u> (Text with Student Material)	Blackledge, Blackledge, and Keily	South-Western Pub. Co. 5101 Madison Road Cincinnati, OH 45227	1968	\$2.12; free loan, Resource Center for S.V. Teachers
29. <u>Your Job and Your Future</u> , Books 1 and 2 (Student Material Books 1 & 2)	James Olsen	Webster Livision McGraw-Hill Book Company Manchester Road Manchester, MO 63011	1968	\$1.20 each
30. Quadrangle Maps		U.S. Geological Survey University of Ky. Lexington, Ky. 40506		nominal cost

FILMS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1. "Applying for a Job"	Sterling Educational Films	241 E. 34th Street	11 min., color	Free loan, Resource Center for S.V. Teachers
2. "Aptitudes and Occupations"	Coronet Films 65 E. South Water Street Chicago, Ill. 60601		color	\$3.00 rental, U.K. Audio-Visual Service; \$195.00

FILMSTRIPS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1. "The ABC's of Getting and Keeping a Job" Series	Eye-Gate House	146-01 Archer Ave. Jamaica, NY 11435		\$72.00; free loan, Resource Center for S.V. Teachers
2. "Career Opportunitics" Series	Popular Science Pub. Co., Audio-Visual Division	355 Lexington Ave. New York, NY 10017		Free loan, Resource Center for S.V. Teachers
3. "Grooming for Boys" and "Grooming for Girls"	McGraw-Hill Text-Film Division	330 West 42nd St. New York, NY 10036		\$6.75 each
4. "Job Finding"	Popular Science Pub. Co., Audio-Visual Division	355 Lexington Ave. New York, NY 10017		
5. "Jobs for High School Students"	Guidance Associates	P.O. Box 5 23 Washington Ave. Pleasantville, NY 10570	29 min.	\$35.00; free loan, Resource Center for S.V. Teachers
6. "Job Interview"	Eye-Gate House	146-01 Archer Ave. Jamaica, NY 11435		\$6.00; free loan, Resource Center for S.V. Teachers
7. "The Look Is Natural"		Educational Activities, Inc.		Free loan; Resource Center for S.V. Teachers
8. "Occupational Education" (with cassette tape sound)	Eye-Gate House	146-01 Archer Ave. Jamaica, NY 11435		\$73.50; free loan, Resource Center for S.V. Teachers
9. "Road to Nowhere"	Guidance Associates	P.O. Box 5 23 Washington Ave. Pleasantville, NY 10570	24 min.	\$35.00; free loan, Resource Center for S.V. Teachers

FILMSTRIPS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
"Vocational Decisions" set with records	Society for Visual Education	1345 Diversey Parkway Chicago, Ill. 60614	29 min.	\$31.00; free loan, Resource Center for S.V. Teachers
"Your Job Interview" (with records)	Guidance Associates	P.O. Box 5 23 Washington Ave. Pleasantville, NY 10570		\$35.00; free loan, Resource Center for S.V. Teachers

11.

MULTI-MEDIA	PUBLISHER - ADDRESS	DATE	COST
"Job Experience Kit"	Science Research Associates 259 East Erie Street Chicago, Ill. 60611	1972	\$140.00; free loan, Resource Center for S.V. Teachers
2. "Occupational Exploration Kit"	Science Research Associates 259 East Erie Street Chicago, Ill. 60611	1971	\$116.00; free loan, Resource Center for S.V. Teachers
3. "The World of Work: Getting a Job"	Education Resources, Inc. 47 West 13th Street New York, N. Y. 10011	1972	\$161.00; free loan, Resource Center for S.V. Teachers

**UNIT GUIDES**

**AUTHOR-SOURCE**

**PUBLISHER ADDRESS**

**DATE**

**COST**

"How to Keep a Job"

Love, Doris and  
Ernestine Scott

Resource Center for S.V.  
Teachers  
151 Taylor Educ. Bldg.  
Univ. of Kentucky  
Lexington, Ky. 40506

Free

SAMPLE JOB LEAD CARD  
(FRONT)

JOB LEAD CARD	NUMBER _____
NAME OF JOB OPENING _____	
NAME OF COMPANY _____	
ADDRESS OF COMPANY _____	
_____	
_____	
TELEPHONE NUMBER _____	
WHERE I OBTAINED THE INFORMATION ABOVE _____	
_____	
WHEN I OBTAINED THE INFORMATION ABOVE _____	
IF FROM WANT ADS, CUT OUT AD AND PASTE IN SPACE AT RIGHT:	
PUT ADDITIONAL INFORMATION ON BACK OF CARD.	



SAMPLE JOB LEAD CARD  
(BACK)

ADDITIONAL SPECIFIC INFORMATION

1. WORKING CONDITIONS: \_\_\_\_\_  
\_\_\_\_\_
2. HOURS: \_\_\_\_\_
3. SALARY OR WAGES: \_\_\_\_\_
4. TASKS REQUIRED IN A NORMAL DAY'S WORK: \_\_\_\_\_  
\_\_\_\_\_
5. FRINGE BENEFITS: \_\_\_\_\_
6. ARE OWNERS OR MANAGERS GOOD PEOPLE TO WORK FOR? \_\_\_\_\_

OTHER INFORMATION I HAVE LEARNED ABOUT THIS JOB: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WHERE I LEARNED ABOVE INFORMATION: \_\_\_\_\_

GETTING INFORMATION FROM WANT ADS\*

NAME \_\_\_\_\_ DATE \_\_\_\_\_ POINTS POSSIBLE \_\_\_\_\_  
 YOUR SCORE \_\_\_\_\_

INSTRUCTIONS: YOU WILL NEED THE WANT AD SECTION FROM A NEWSPAPER. FIND THE TYPES OF ADS LISTED BELOW, CLIP, AND PASTE THEM IN THE SPACES PROVIDED.

COLUMN I

COLUMN II

AD TO FIND:

PASTE AD OR WRITE ANSWER HERE AS REQUIRED BY INSTRUCTIONS IN COLUMN I:

- |   |   |
|---|---|
| <p>1. AN AD WHICH STATES THE NAME OF THE JOB OPENING THE EMPLOYER HAS</p> <p>2. AN AD WHICH DOES NOT STATE THE NAME OF THE JOB OPENING AVAILABLE</p> <p>3. AN AD IN WHICH THE NUMBER OF HOURS PER DAY AND/OR WEEK IS STATED</p> <p>4. AN AD WHICH DOES NOT GIVE THE NUMBER OF HOURS PER DAY OR WEEK THE JOB REQUIRES</p> <p>5. AN AD FOR A JOB THAT IS PERFORMED ON OTHER THAN NORMAL OR REGULAR WEEK DAYS</p> <p>6. AN AD FOR A JOB THAT IS PERFORMED DURING NORMAL WEEKDAYS (MONDAY THROUGH FRIDAY)</p> <p>7. AN AD FOR A JOB THAT IS DURING NORMAL OR REGULAR WORKING HOURS (AN EIGHT-HOUR PERIOD BETWEEN 7:00 A.M. and 6:00 P.M.)</p> <p>8. AN AD FOR A JOB THAT IS TO BE PERFORMED DURING OTHER THAN REGULAR HOURS</p> | <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> |
|---|---|

\*This exercise is adapted from "The World of Want Ads," a programmed learning package by Oscar T. Atkins. It covers the concepts, abbreviations, terms, and other learnings about jobs which may be derived from a "hands on" study and search of newspaper ads.

9. AN AD FOR A "SPARE TIME" JOB 9.
10. AN AD FOR A "PART TIME" JOB 10.
11. AN AD THAT EITHER REQUIRES OR OFFERS THE OPPORTUNITY OF OVERTIME 11.
12. AN AD THAT DOES NOT MENTION OVERTIME 12.
13. AN AD WHICH STATES THE AMOUNT OF HOURLY WAGES OFFERED 13.
14. AN AD WHICH GIVES THE SALARY OFFERED INSTEAD OF HOURLY WAGES 14.
15. AN AD WHICH DOES NOT MENTION ANY AMOUNT OF MONEY TO BE PAID 15.
16. HOW MUCH MONEY DOES THE JOB IN AD NUMBER 13 ABOVE PAY PER YEAR? 16.
17. HOW MUCH MONEY DOES THE JOB IN AD NUMBER 14 ABOVE PAY PER YEAR? 17.
18. AN AD WHICH DOES NOT MENTION THE AMOUNT OF PAY BUT PROMISES A NICE PLACE IN WHICH TO WORK 18.
19. AN AD WHICH PROMISES THE WORKER A HIGH-SOUNDING TITLE 19.
20. AN AD WHICH LISTS SEVERAL FRINGE BENEFITS BUT NOT THE AMOUNT OF SALARY OR WAGES 20.
21. AN AD WHICH PROMISES OR OFFERS A FREE PLACE FOR THE WORKER TO LIVE 21.

22. AN AD WHICH OFFERS "TRAVEL" AS A MEANS OF GETTING SOMEONE TO ACCEPT THE JOB 22.
23. AN AD WHICH OFFERS MEDICAL OR HOSPITAL INSURANCE FREE TO THE WORKER 23.
24. AN AD WHICH OFFERS PAID VACATIONS GIVEN BY THE EMPLOYER 24.
25. AN AD WHICH OFFERS A BONUS TO THE EMPLOYEE 25.
26. AN AD WHICH OFFERS A COMMISSION ON SALES 26.
27. AN AD WHICH OFFERS A PROFIT-SHARING PLAN TO EMPLOYEES 27.
28. AN AD WHICH OFFERS A PENSION OR RETIREMENT PLAN TO EMPLOYEES 28.
29. AN AD WHICH IS FOUND IN THE WANT AD COLUMN BUT IS AN OPPORTUNITY FOR TRAINING--NOT FOR A JOB 29.
30. AN AD WHICH IS FOR A JOB THAT REQUIRES THE EMPLOYEE TO FURNISH HIS OWN AUTOMOBILE FOR THE JOB 30.
31. AN AD FOR A JOB FOR WHICH THE COMPANY OR EMPLOYER WILL FURNISH A CAR 31.
32. AN AD FOR A JOB IN WHICH THE WORKER IS GIVEN AN EXPENSE ACCOUNT 32.
33. AN AD WHICH SAYS THE COMPANY GIVES FRINGE BENEFITS BUT DOES NOT STATE WHAT KIND 33.

- |   |     |
|---|-----|
| 34. AN AD WHICH OFFERS A CHANCE OF PROMOTION OR ADVANCEMENT AS A WAY OF GETTING SOMEONE TO TAKE THE JOB                           | 34. |
| 35. AN AD WHICH PROMISES NO FRINGE BENEFITS AT ALL  | 35. |
| 36. AN AD WHICH HAS BEEN PLACED IN THE NEWSPAPER BY AN EMPLOYER OR COMPANY  | 36. |
| 37. AN AD WHICH WAS PLACED IN THE NEWSPAPER BY A PRIVATE EMPLOYMENT AGENCY  | 37. |
| 38. AN AD FOR A JOB PLACED BY A PRIVATE AGENCY WHICH STATES "FEE PAID"  | 38. |
| 39. AN AD FOR A JOB PLACED IN THE NEWSPAPER BY A STATE EMPLOYMENT AGENCY  | 39. |
| 40. AN AD YOU MAY ANSWER BY PHONE SINCE THE NUMBER IS GIVEN   | 40. |
| 41. AN AD WHICH CLEARLY SAYS TO "APPLY IN PERSON"   | 41. |
| 42. AN AD WHICH CLEARLY SAYS "NO PHONE CALLS"   | 42. |
| 43. AN AD WHICH MUST BE ANSWERED BY SENDING A RESUME  | 43. |
| 44. AN AD WHICH IS TO BE ANSWERED BY A LETTER TO A BOX NUMBER IN CARE OF THE NEWSPAPER--WITH NO COMPANY OR COMPANY ADDRESS LISTED | 44. |
| 45. AN AD WHICH IS TO BE ANSWERED BY LETTER DIRECTLY TO THE COMPANY WHOSE ADDRESS IS GIVEN  | 45. |

46. AN AD WHICH GIVES A PHONE NUMBER AND AN ADDRESS BUT DOES NOT STATE HOW THE AD IS TO BE ANSWERED 46.
47. AN AD WHICH REQUIRES SOME TYPE OF INVESTMENT (MONEY, TOOLS, ETC.) ON THE PART OF THE WORKER 47.
48. AN AD WHICH MAKES PARTICULAR MENTION THAT REFERENCES ARE REQUIRED 48.
49. AN AD WHICH REQUIRES THE WORKER TO RELOCATE (MOVE TO ANOTHER PLACE) 49.
50. AN AD WHICH IS FOR SOME TYPE OF WHOLESALE WORK 50.
51. AN AD WHICH IS FOR SOME TYPE OF RETAIL WORK 51.
52. AN AD WHICH ADVERTISES FOR "HELPERS" OR LABORERS 52.
53. AN AD FOR A JOB WITH A COMPANY WHICH CLAIMS TO BE AN "OLD, ESTABLISHED" ONE 53.
54. AN AD OF A COMPANY WHICH BOASTS OF BEING A "NATIONAL" COMPANY 54.
55. AN AD OF A COMPANY WHICH BRAGS OF BEING PROGRESSIVE, A GROWING COMPANY, ETC. 55.
56. AN AD FOR A JOB WHICH DOES NOT REQUIRE A HIGH SCHOOL EDUCATION 56.
57. AN AD FOR A JOB WHICH STATES THAT A HIGH SCHOOL DIPLOMA IS REQUIRED 57.

58. AN AD FOR A JOB WHICH REQUIRES A COLLEGE EDUCATION 58.
59. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO BE "AGGRESSIVE" 59.
60. AN AD FOR A JOB REQUIRING THE WORKER TO BE SHARP OR INTELLIGENT 60.
61. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO BE ATTRACTIVE 61.
62. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO HAVE COMPUTATIONAL (MATH) SKILLS AND TRAINING 62.
63. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO HAVE CLERICAL (OFFICE) SKILLS AND TRAINING 63.
64. AN AD IN THIS SPACE FOR A JOB WHICH REQUIRES THE WORKER TO BE ABLE TO DRIVE OR TAKE DRIVER TRAINING 64.
65. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO BE "EXPERIENCED" 65.
66. AN AD IN THIS SPACE FOR A JOB WHICH REQUIRES THE WORKER TO BE DEPENDABLE 66.
67. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO BE "HARD WORKING" 67.
68. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO HAVE MECHANICAL APTITUDE AND ABILITY 68.
69. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO HAVE PERSUASIVE ABILITY 69.

**70. AN AD WHICH YOU THINK IS MISLEADING 70.**

**71. AN AD WHICH YOU THINK IS HONESTLY REPRESENTING A GOOD JOB 71.**



NAME \_\_\_\_\_ CAREER INTEREST \_\_\_\_\_

JOB ANALYSIS EXERCISE

1. Describe the actual work or list the many small tasks you will be performing in a usual day's work: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. List the equipment and machines you will be operating in this occupation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What tools will you be using in this job? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What business forms or "paperwork" will you be dealing with in this occupation? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What materials and supplies will you be using or handling? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What type of people you will be dealing with mostly (boss, fellow workers, buyers, students, sellers, general public, the sick, etc.): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. How is this job useful and beneficial to others? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. The number of hours you will work per day and week: \_\_\_\_\_ hours per day  
\_\_\_\_\_ hours per week.

9. Working conditions:

a. Is this steady, year-round work or is it seasonal (house painting, for instance, is seasonal--a lot of work in spring and summer, very little in winter): \_\_\_\_\_  
\_\_\_\_\_

b. Is this inside work, outside work, or a little of both? \_\_\_\_\_  
\_\_\_\_\_

c. Are the working conditions pleasant? If so, how? \_\_\_\_\_  
\_\_\_\_\_

d. Are there any unpleasant conditions in which you must work? If so, what?  
\_\_\_\_\_

e. What are the hazards or dangers involved in this job? \_\_\_\_\_  
\_\_\_\_\_

10. What level of education is generally required for entering this job? \_\_\_\_\_  
\_\_\_\_\_

a. What special or vocational training is required? \_\_\_\_\_  
\_\_\_\_\_

b. What is the length of such training? \_\_\_\_\_  
\_\_\_\_\_

c. Where may it be obtained? \_\_\_\_\_

11. Physical requirements:

a. What are the general physical requirements for this job? \_\_\_\_\_  
\_\_\_\_\_

b. Are there special physical requirements (height, weight, etc.)? \_\_\_\_\_

If so, what? \_\_\_\_\_

12. What special abilities or aptitudes are needed for this job (mechanical, artistic, musical, mathematical, clerical, language, finger dexterity, manual dexterity, spatial ability, social ability, eye-hand-foot coordination)?

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13. What school subjects would help you develop the ability and knowledge to work in this occupation?

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14. Pay:

a. What is the beginning local pay rate? \_\_\_\_\_

b. Do workers in this job get few or frequent raises? \_\_\_\_\_

c. Is there additional pay besides wages (tips, bonuses, commissions, etc.)?

If so, what? \_\_\_\_\_

15. List the fringe benefits (medical or hospital insurance paid by the employer, paid vacations, coffee breaks, pension plans, etc.): \_\_\_\_\_

---

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16. List some of the places near you where you could get such a job: \_\_\_\_\_

---

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---

---

17. Are workers in this job respected by other people? \_\_\_\_\_

18. List what you consider some of the good points or advantages of this job:

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---

---

19. List what you consider some of the bad points or disadvantages of this job:

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20. Do you think you could work with such disadvantages every day? \_\_\_\_\_

21. What are the clothing and grooming requirements for this job? \_\_\_\_\_

---

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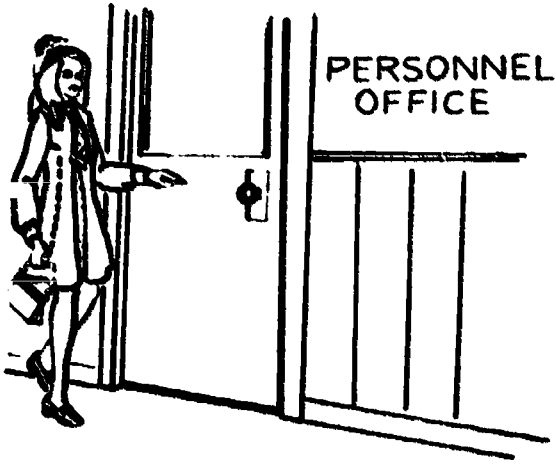
---

22. After studying and thinking a little more about this job, do you like it more or less than you did before you did this job analysis? \_\_\_\_\_

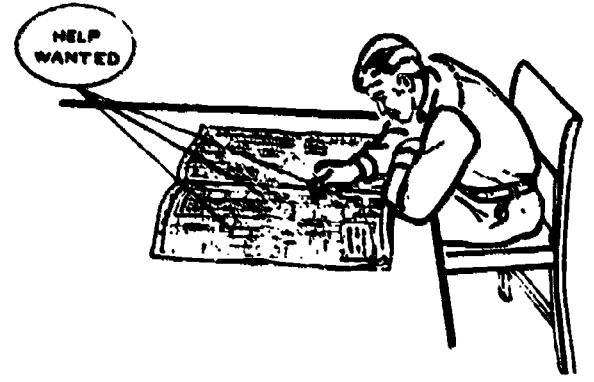
TEACHER INFORMATION SHEET

LOOKING FOR A JOB IN NEWSPAPER ADS

1. The next page (Student Material/15) is an example of a teacher's search for ads expressing the four types of responses expected of a prospective employee that may be found in ads. It may be used as a transparency or given as a handout guide for the students to follow in completing the exercise below.
2. Student Material/16 is a checklist for the students to use in looking for the four kinds of responses that may be found in ads. It is to be duplicated as a learning exercise.
3. Student Material/17 is the form page on which the students are to paste the ads they find in newspapers showing the four different responses. It is to be duplicated as a follow-up exercise sheet.



# LOOKING FOR A JOB?



**WHY ARE Lexington Herald Routes hard to obtain?** Because they provide extra income and only require an hour or two each morning, leaving the rest of the day open for other activities. If you are interested and take pride in doing a good job, call the Herald Circulation Dept., 254-6666, before 12 noon and let us talk with you.

**TELEPHONE order clerk** — sit down job for handicapped person full or part position (2 shifts). Salary, vacation, insurance, paid holidays, no Saturday or Sunday work. Apply room 103, 629 N. Broadway.

## AHOY MATE'S!

Long John Silver's Seafood Shoppers now hiring full and part-time help. Counter and kitchen help needed. For full details stop at any one of Lexington's four locations and fill out an application.

## THE PERFECT JOB

Opening for 3 men over 18, with car, to make their own future calling on the prettiest girls in town. You will be dealing in the exciting photographic field in public relations. All fringe benefits. No experience necessary. Call Mr. Doy, 299-1261 Monday and Tuesday after 9:30 a.m. For information.

## MALE AND FEMALE

### Sales — Retail Furniture

Desire energetic, dependable person with some sales experience for position with one of Lexington's better stores. Excellent salary and fringe benefits. Contact Mr. Foreman, in person, at Hudson Furniture, 2519 Nicholasville Road, Monday thru Friday, noon to 7 p.m.

**Airline reservation & ticketing clerk** — experience required. 5 day week. Fringe benefits. Salary commensurate with ability. Write Box 123 Herald Leader.

**WAREHOUSE MAN** to pull and pack shipments, take phone orders. Must have automotive experience. Mail resume to Custom Speed Warehouse, 211 Rosemont Garden.

**GUARDS, Lexington area, full time and part time; height 5 foot 9 inches, no police record, no physical handicaps. All uniforms and equipment furnished. Excellent benefits and retirement. This is an equal opportunity employer. Reply in own handwriting and give own phone number. Write Box 134 Herald Leader 60507.**

## FOOD SERVICE MANAGEMENT TRAINEE

**Come Grow With US !!**

Our rapid growth in coffee shops, fast foods and atmosphere operations is creating many new and exciting career opportunities. If you are people and business oriented, possess some food experience or a real desire to learn, contact or send resume to:

**MR. ROBERT JONES,**  
2468 NICHOLASVILLE ROAD  
Lexington, Kentucky 40503  
606/278-7458

NAME \_\_\_\_\_

LOOK AT THE ADS I HAVE CUT FROM THE NEWSPAPER. READ THEM.

IN THE BLOCKS BELOW, CIRCLE THE CORRECT WAY THAT THE ADS IN EACH MATCHING BLOCK ASKS FOR A REPLY TO THE AD.

<p>(1)</p> <p>IN PERSON</p> <p>BY LETTER</p> <p>BY TELEPHONE</p> <p>SENDING A RESUME</p>	<p>(2)</p> <p>IN PERSON</p> <p>BY LETTER</p> <p>BY TELEPHONE</p> <p>SENDING A RESUME</p>
<p>(3)</p> <p>IN PERSON</p> <p>BY LETTER</p> <p>BY TELEPHONE</p> <p>SENDING A RESUME</p>	<p>(4)</p> <p>IN PERSON</p> <p>BY LETTER</p> <p>BY TELEPHONE</p> <p>SENDING A RESUME</p>

NAME \_\_\_\_\_

IN EACH OF THE BLOCKS OF SPACE BELOW, PLACE A JOB AD FROM THE NEWSPAPER THAT IS AN EXAMPLE OF EACH WAY TO ANSWER AN AD.

(1)  
IN PERSON

(2)  
BY WRITING A LETTER

(3)  
BY TELEPHONE

(4)  
BY SENDING A RESUME



TEACHER INFORMATION SHEET

LETTER OF APPLICATION AND ITS ENVELOPE

1. Use the letter of application and its envelope by cutting the different parts along the dotted lines. Have the students arrange the parts in order on a sheet of 8½ x 11" paper.

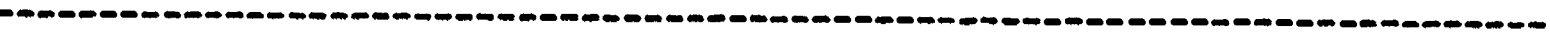
This exercise could also be done in chart size and used for teacher demonstration and explanation purposes. (Student Material 19 and 20)

2. Cut a prepared letter of application into its different parts. Have the students read the different parts and arrange them in their proper order. (Student Material/21)
3. The checklist may be used by the students to check important points and appropriate order in the letter of application which they prepare. (Student Material/22-23)

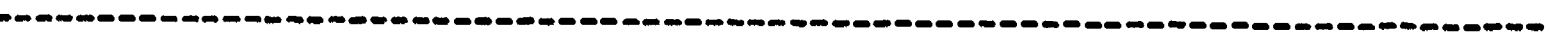
YOUR HOME ADDRESS  
CITY, STATE ZIP  
DATE



PERSON OR COMPANY YOU ARE WRITING  
INSIDE ADDRESS  
CITY, STATE ZIP



SALUTATION:



BODY OF THE LETTER  
XX  
XX  
XX  
XX.

XX  
XX  
XXXXXXXXXXXXXXXXXXXX.



CLOSING,

WRITE YOUR NAME

**YOUR NAME  
MAILING ADDRESS  
CITY, STATE ZIP**

**PERSON OR COMPANY NAME  
MAILING ADDRESS  
CITY, STATE ZIP**

Rt. 3  
Flemingsburg, Kentucky 41041

---

October 1, 1973

---

Mr. Gerald Burke  
Manager  
Southern States Cooperative  
Flemingsburg, Kentucky 41041

---

Dear Mr. Burke:

---

Please consider me for the stock and loading job you advertised in the Fleming Gazette of September 29.

I am a senior at Fleming County High School and have taken Agriculture as one of my classes all four years. I have worked as a stock and carry-out boy at a grocery in Dayton, Ohio, this summer. Since I live on a farm, I have had a good bit of experience with farm machinery, tools, and supplies.

I am available for part-time work after school and on Saturdays.

May I come for an interview at your convenience anytime after school hours?  
You may call me at 267-2001.

---

Very truly yours,

---

Greg Porter

NAME \_\_\_\_\_

**CHECKLIST FOR LETTER OF APPLICATION AND ITS ENVELOPE**

Using this checklist, check the letter of application and envelope that you have written.

Answer each question by circling either yes or no.

If you have any no answers circled when you finish, you will want to rewrite the letter or envelope part involved.

- |   |     |    |
|---|-----|----|
| 1. Did you leave a margin (space) on both sides of your letter?                                     | Yes | No |
| 2. Did you begin your letter about 2" down from the top of the page?                                | Yes | No |
| 3. Is your mailing address in the upper right side of the letter?                                   | Yes | No |
| 4. Did you remember to put in today's date?   | Yes | No |
| 5. Did you leave some space between the date and the company address?                               | Yes | No |
| 6. Is the company to whom you are writing the first thing you have written on the left of the page? | Yes | No |
| 7. Did you remember to leave some space after the company address <u>and</u> after the salutation?  | Yes | No |
| 8. Did you use zip codes in your address and the company address?                                   | Yes | No |
| 9. If you are writing a person, did you say, "Dear Mr....."?  | Yes | No |
| If you are writing a company, did you say "Gentlemen:"?   | Yes | No |
| 10. Did you put a colon after the salutation?   | Yes | No |
| 11. Does each paragraph of your letter deal with one particular idea? and begin with a new one?     | Yes | No |
| 12. Do you have a paragraph for each new idea?  | Yes | No |
| 13. Did you space between paragraphs?   | Yes | No |
| 14. Have you used a suitable closing to your letter, such as "Very truly yours," or "Yours truly,"? | Yes | No |

CHECKLIST FOR LETTER OF APPLICATION AND ITS ENVELOPE (Continued)

- |   |     |    |
|---|-----|----|
| 15. Did you leave some space between the closing and signing your name?   | Yes | No |
| 16. Are your closing and signature on the lower right side of the page, beginning the same distance from the center as your address at the top of the page? | Yes | No |
| 17. Are your name and mailing address in the upper left corner of your envelope?  | Yes | No |
| 18. Do you have a complete address for the company name you are writing on the envelope?  | Yes | No |
| 19. Are the company name and address on the envelope written clearly and neatly?  | Yes | No |
| 20. Are the return address and the company address on the envelope spaced nicely?   | Yes | No |
| 21. Will the appearance, handwriting, and spelling of your letter of application and its envelope impress your prospective employer?                        | Yes | No |



SAMPLE RESUME  
(PERSONAL DATA SHEET)

NAME: Joseph E. Brown

DATE OF BIRTH: May 3, 1950

ADDRESS: 416 Sycamore Heights  
Williamson, West Virginia 25661

HEIGHT: 6' 1"

TELEPHONE: 235-4141

WEIGHT: 175 pounds

MARITAL STATUS: Single

OBJECTIVE:

To work as a mechanic's helper.

HEALTH: Excellent

EDUCATION:

High School:	Belfry High School, Belfry, Kentucky
Degree:	High School Diploma, 1969
Major:	Vocational: Auto Mechanics
Grade Average:	B+ (Upper 10% of Graduating Class)

SCHOOL ACTIVITIES:

President of student council during senior year. Chairman of representatives from all classes. Conducted business sessions relating to student affairs.

Member of varsity football team for two years. Captain during senior year.

President of VICA Club during senior year. Conducted meetings pertaining to youth leadership, community relations, and led in making preparations for educational field trips for students in vocational training.

MILITARY STATUS:

Exempt from draft because of lottery number.

WORK EXPERIENCE:

Part-time service station attendant for three years. Did all phases of this type work.

In-school NYC program for one year. Did custodial work.

RELOCATION:

Open for relocation.

TRAVEL:

Open for travel.

SALARY:

Salary negotiable.

REFERENCES:

Rev. John Mission, Minister, First Baptist Church, Burnwell, Kentucky 41311.

Mr. Rudolph Fueller, owner and operator, Rudy's Service Station, East 4th Avenue, Williamson, West Virginia 25661.

ERIC. Larry Youngfellow, NYC program director, Belfry High School, Belfry, Kentucky 41514.



RESPONSES ON JOB APPLICATION FORMS

I. Filling in Lined Spaces:

A. Specific Information:

1. Date \_\_\_\_\_
2. Social Security Number \_\_\_\_\_

B. Negative or Positive Answers (Yes or No):

1. Citizen of U.S.? \_\_\_\_\_
2. Any relatives employed by company? \_\_\_\_\_

C. Quantity (how many): state exact number or "none".

1. Number of dependents \_\_\_\_\_
2. Yrs. of college completed \_\_\_\_\_

D. Does not apply: N/A or \_\_\_\_\_

1. Branch of service \_\_\_\_\_
2. Type of discharge \_\_\_\_\_

E. Check mark or X in lined spaces:

1. Own home \_\_\_\_\_ board \_\_\_\_\_ rent \_\_\_\_\_ live with parents \_\_\_\_\_
2. Single \_\_\_\_\_ divorced \_\_\_\_\_ married \_\_\_\_\_ widowed \_\_\_\_\_
3. No. of dependents: \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ over 5

II. Circling or underlining (No Spaces):

- Miss
- A. Mrs. \_\_\_\_\_  
Mr. \_\_\_\_\_
- B. Yes \_\_\_\_\_  
No \_\_\_\_\_
- C. Highest Grade Completed: 9 10 11 12 13 14 15 16
- D. Own Home \_\_\_\_\_ Board \_\_\_\_\_ Rent \_\_\_\_\_ Live with Parents \_\_\_\_\_

II. Enclosed Spaces (Check Mark or X):

- A. U.S. Citizen  0
- B. Single  Married  Widowed  Separated  Divorced
- C.  own home  board  
 rent  other  
 live with parents

NAME \_\_\_\_\_

**GROOMING FOR THE INTERVIEW  
CHECKLIST**

- 1. I took a shower or bath.
- 2. I washed my face.
- 3. I brushed my teeth and freshened my mouth.
- 4. My clothes are clean and well pressed.
- 5. My clothes are a dress-up, church-type outfit.
- 6. My shoes are clean and shined.
- 7. My hair is clean and styled in a becoming way.
- 8. My nails are clean and trim.
- 9. I smell fresh and clean.
- 10. I do not appear extreme.
- 11. I appear natural and pleasant.
- 12. I applied a little makeup and perfume (Girls).
- 13. I am comfortable.
- 14. I am standing tall. (good posture)
- 15. I had a look at myself in the mirror and was pleased.

**THE INTERVIEW--THINGS TO TAKE  
CHECKLIST**

**BALL POINT PEN**

**SOCIAL SECURITY CARD**

**BIRTH CERTIFICATE**

**COPY OF SCHOOL RECORD**

**RESUME**

**LIST OF REFERENCES (Be sure you have asked these  
people to use their names)**

**SELF-CONFIDENCE**

## QUESTIONS ASKED DURING JOB INTERVIEWS

1. Where do you live?
2. How long have you lived there?
3. What hobby or hobbies do you have?
4. Where did you attend high school?
5. What special training did you get there?
6. What courses did you like best?
7. What courses did you like least?
8. What were some of your extracurricular activities?
9. What is your military status?
10. How old are you now?
11. Have you worked at any other job before?
12. Why did you leave?
13. How much did you make?
14. How much do you expect to make here?
15. Can you type or operate a cash register?
16. What do you want to do when you are out of school?
17. Were you absent or tardy a lot at school?
18. Where did you learn about this job opening?
19. How long did you work for your last employer?
20. Do you want temporary or permanent employment?
21. Did you get along well with your last employer?
22. Did you get along well with the employees you worked with?
23. Are you willing to start out with \$1.60 per hour pay?

JOB INTERVIEW CHECKLIST

(GIVE FULL THREE POINTS FOR ANY PART NOT INCLUDED IN A PARTICULAR INTERVIEW)

RECEPTION OFFICE:												
A. ARRIVES AT LEAST TEN MINUTES EARLY:												
B. GIVES NAME AND STATES BUSINESS TO RECEPTIONIST:												
C. MAKES NO CONVERSATION WITH RECEPTIONIST OR OTHERS WHO ARE IN WAITING ROOM:												
GREETING:												
A. INTRODUCES SELF:												
B. CALLS EMPLOYER'S NAME:												
C. GIVES FIRM HANDSHAKE IF EMPLOYER EXTENDS HAND:												
D. STANDS UNTIL ASKED TO SIT:												
E. USES FRIENDLY SPEECH:												
INTERVIEW:												
A. SPEECH:												
1. HAS PLEASANT TONE:												
2. AVOIDS SLANG:												
3. DOES NOT SPEAK TOO LOUDLY OR TOO SOFTLY:												
4. SAYS Yes, Sir; No, Sir:												
5. SPEAKS CLEARLY:												
B. CONVERSATION:												
1. LISTENS CAREFULLY:												
2. LOOKS DIRECTLY AT EMPLOYER:												
3. ANSWERS UNHURRIEDLY BUT NOT TOO SLOWLY:												
4. ANSWERS QUESTIONS COMPLETELY:												
5. ENJOYS TALKING WITH EMPLOYER:												
6. TAKES LEAD IN TALKING, IF NEEDED:												
7. DOES NOT INTERRUPT:												
8. ASKS GOOD QUESTIONS, IF EMPLOYER GIVES OPPORTUNITY:												
C. BEHAVIOR:												
1. HAS NO RESTLESS MOVEMENTS OF FEET AND LEGS:												
2. DOES NOT MOVE HANDS RESTLESSLY:												
3. HAS NO NERVOUS FACIAL HABITS:												
D. PERSONALITY:												
1. INTERESTED:												
2. SINCERE:												
3. HONEST:												
4. AT EASE:												
5. FRIENDLY:												
6. COURTEOUS:												
7. NOT NEGATIVE OR CRITICAL:												
8. SHOWS KINDNESS:												
CLOSE:												
A. STANDS WHEN EMPLOYER STANDS:												
B. GIVES FIRM HANDSHAKE:												
C. GIVES PARTING EXPRESSION OF APPRECIATION:												
TOTAL POINTS												
POINT RATINGS:												
3 - EXCELLENT												
2 - GOOD												
1 - FAIR												
NAMES												

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